

# The Educational Weekly.

## The Educational Weekly.

THE UNION OF

Seven Leading Educational Monthlies in the Western States.

S. R. WINCHELL,  
JEREMIAH MAHONY, } EDITORS.

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CHICAGO, THURSDAY, MARCH 6, 1879.

## Editorial.

### AMERICAN BIBLIOGRAPHY.

ONE of the most valuable additions to the bibliography of this country ever undertaken has been made in the publication of the "American Catalogue" by Mr. F. Leypoldt of New York. It consists of two volumes. The first, already completed, covers 800 large quarto pages and contains nearly 70,000 entries of books issued by 900 publishers and importers. This volume is devoted entirely to authors, alphabetically arranged, and the titles of publications. The second volume, not yet completed, will contain the same books as the first, arranged by subjects, in alphabetical order. The work as a whole will thus form a Universal Finding List by which any book in the market may be at once and with certainty traced, and its size, price, publisher, and place of publication determined. Such a work of reference forms at once an invaluable tool of literary research, a general library catalogue, and a sales list for trade purposes. To the discriminating book-buyer, to public libraries, to literary institutions, and to the book trade generally, this catalogue will be beyond price. Annual or five yearly supplements will continue the system, including corrections, and works omitted in the previous volumes, thus giving to the catalogue a permanent value. The principal volumes of the catalogue cover all American books, including reprints of English works and imported editions in print and for sale on the first of July, 1876, the latest date at which it was possible to bring up a work of this magnitude.

We can conceive of no publication of equal value to that large and increasing number of persons who are looking for the literary treasures of this age "of the making of many books." As a time-saver and universal index of the present state of knowledge, its value can hardly be exaggerated, and we feel that we are doing the literary public a service in drawing attention to its transcendent merits thus prominently in the columns of the WEEKLY.

### THE CHINESE QUESTION.

THE very able and conclusive letter of Senator Blaine in reply to Mr. William Lloyd Garrison's strictures upon the senators who voted for the bill restricting Chinese immigration to this country is a timely contribution to the popular knowledge of this important subject, and is worthy of universal perusal. It touches some of the most important topics of the time with a dispassionate and statesmanlike hand. It presents an array of facts bearing upon what is miscalled Chinese immigration that will be new to a vast majority of the American people residing east of the Rocky Mountains, and that should receive the most profound consideration from every citizen that has any interest in the future of the republic and the welfare of its people. Reviewing this movement from the beginning, Mr. Blaine shows that there has been no legitimate immigration of the Mongolians in the sense in which immigration comes from Europe, but that it has been "under contract" exclusively, through agencies, under organized companies of speculators who have, for purely speculative purposes, caused an influx upon our shores of nearly 250,000 of the worst and most depraved class of that race. Of this number, fully nine-tenths are adult males. The women have not numbered in all more than 7,000, and according to the best information, these have been of the most depraved sort.

The Chinese immigration, so called, to California began in 1848, and the two races have thus been side by side for nearly an entire generation and not a single step has been taken toward assimilation. The Mongolians occupy a quarter of the city of San Francisco entirely apart, maintaining their own peculiar rites and customs, independent of municipal law, administering a code of their own even to pronouncing the death penalty, and executing it in criminal secrecy. As a rule, they live in large tenement houses, large numbers crowded into small rooms without proper ventilation, or drainage, the odors from which are described as horrible. As an illustration of their style of living, the health officer of San Francisco relates that they take rooms ten feet high, construct a floor half way to the ceiling, both floors being crowded at night with sleepers. In these crowded dens, cases of small-pox were concealed from the police. The details given as to their mode of life are revolting in the extreme and cannot be enumerated here. Suffice it to say that from the best evidence, it would appear conclusive that the contact of such a race with our own laboring classes can work nothing but demoralization and disaster to all our interests. In the Chinaman the white laborer finds only another form of servile competition, in many aspects more corrupting and revolting than African slavery itself. "Whoever contends for the unrestricted immigration of Chinese Coolies," says Mr. Blaine, "contends for that system of toil which blights the prospects of the white laborer—dooming him to starvation wages, killing his ambition by rendering his

struggle hopeless and ending in a plodding and pitiable poverty."

It is impossible in this necessarily brief reference to the subject to give even an epitome of the facts and reasonings of the Senator from Maine. But the letter itself should be read by every citizen. It shows that the Chinese male adults on the Pacific slope are already nearly equal in numbers to the white voters of California, and expresses the opinion of the best informed, that if the Chinese felt they were safe, and had a firm footing in that state, they would come in enormous numbers, since the population of China is practically inexhaustible. With a troublesome race question now on hand, the issue of which no man is wise enough to see, it would seem to be but the dictate of wisdom to pause and deal with the Chinese problem before it becomes so formidable as to become unmanageable. The Chinese government has really disregarded from the first the treaty under which this system of involuntary Cooleyism has been carried on, and as to the right of Congress to take the step it has taken to abrogate it, there is no question. The issue has been made in the passage, through both houses, of the bill to which reference has already been made; and although vetoed by the President, there can be little doubt that the agitation will be continued until this nefarious system of modified slavery shall succumb to the humane spirit of modern civilization and to that law of self-preservation as binding upon nations as upon individual men.

#### EDUCATION AND CONSCIENCE.

REV. L. P. MERCER preached a sermon on the "Influence of Popular Education upon Conscience," a week ago last Sunday in Chicago, which merits a slight notice at the hands of those who advocate a purely secular system of public instruction. It would be tiresome to follow the reverend gentleman through all his meanderings and arguments, overloaded as they are with verbose qualifying phrases and clauses, which so obscure his reasoning that it is difficult at times to see what he is aiming at, or what remedy he would prescribe for the evils which he deplors. But, as nearly as we can make out, the following are his points:

1. "That in our society, law and order, the common good, and the common wealth, depend upon the integrity of the public conscience;"
2. "That the public conscience depends upon the intensity of the affection with which the known principles of justice and equity are embraced and fulfilled for their own sake;"
3. "In our society law and order, the common good and common wealth, depend upon the inculcation of the commandments of righteousness in the tender and susceptible affections of childhood; and that this, therefore, is the first duty of education which the state owes to her children."

Farther on the gentleman observes:

4. "It is not too strong language therefore, to employ with regard to our public school education that its whole tendency is to educate a nation of sharpers, instead of morally righteous men and women."

And again:

5. "One thing ought never to be forgotten—that the birth of this nation and its constitution, and its entire promise, grew out of that same revelation which presents the decalogue as the code of righteousness, and it is much more fundamental to its institutions than any of the derived traditions which we cherish."

And finally:

6. "What I contend therefore in the name of God, the King of Kings, in the name of his laws of righteousness, in the name of conscience, his voice in man, and the supreme tribunal of law and order in a free state, is, that the commandments of God shall be taught diligently to his children by their common mother, and not left to the accidents of private zeal, or parental neglect, or incompetence, and this as a primary end in all education."

1. The first proposition is by no means a truism, though at

first view seems so. If by public conscience is meant the sentiment which guides and animates a nation, then want of integrity, want of honesty, and want of benevolence seem to be the main-spring of common wealth. Which nations, which peoples, are the powerful, wealthy, and prosperous ones of the earth? Is it the simple, honest, just people that take the lead in might and happiness? Or is it the selfish, the unscrupulous, the aggressive powers? "Our country right or wrong" is the cry that has led to empire in the past and that will lead to empire in the future:—our country regardless of the rights of others except such as have the power to make us respect their rights. It is not conscience, but patriotism and loyalty that make nations great, increasing the national resources directly, and the common wealth, as the term is used by Mr. Mercer, inferentially. It is not the public conscience, which is an abstraction, but the private conscience, the integrity of the individual, that needs attention. With that right, the public conscience will be correct or correctible.

2. The second proposition we grant without debate, and at the same time hold that the public school system, as administered now, tends more than any other agency to cultivate an intensity of affection for the known principles of justice and equity embraced and fulfilled for their own sake. It does this because:

1. It brings the members of different nationalities and sects together, and removes prejudices and animosities which are the greatest obstacles to the practice of justice and equity;
2. It unites poor and rich in the same society, thereby bringing about a feeling of mutual confidence, sympathy, and consideration, which underlies all justice and equity; and
3. It trains children in habits of mental activity, upon which bodily industry and application depend, which form the character to be self-reliant and the individual self-supporting, a pre-requisite of anything like justice and equity between man and man.

3. We agree heartily with the third thesis and are happy to be able to state that in the public schools is practiced what the gentleman would have them merely preach. Order, obedience, attention, industry, enthusiasm, fair-play, kindness, docility, honesty, punctuality, charity, joy, peace, patience, benignity, goodness, self-denial, forbearance, meekness, truthfulness, liberality, emulation, reticence, system, neatness, modesty, self-reliance, perseverance, hope,—in short, every virtue of heathen or Christian ethics is taught in a well-regulated public school as it is taught in no other system in the world. Every act in a good secular school is ethical, in the most comprehensive sense of the word, for it is free from the bigotry and fanaticism which too often cloud religious teaching. The way in which children are made to sit, and stand, and walk, and answer, and recite, is ethical. The reverend gentleman had the arrogance to invite the Superintendent to attend his sermon; the Superintendent should retaliate by taking the gentleman through some of the schools, thus giving him a lesson of silence on subjects about which he knows from nothing to little that would stand by him till the advent of another Washington's birth-day.

4. The fourth charge is totally false and gratuitous. It is the charge made constantly by the more inveterate and consistent enemies of the schools. It is not the graduates of the public schools that defraud and embezzle. It is not the graduates of the public schools that fill the penitentiaries, stuff ballot-boxes, rob banks, either by means of jimmies or of false entries. The public schools have not been in full blast more than twenty-five years, on an average, in the North, and they are scarcely started in the South. Of the crime which the



gentleman deploras, the vulgar part is committed by the graduates of no schools, or of schools other than the public schools, and the genteel part by heads too gray, and hands too palsied to be the fruits so young a system. The work in the public schools is honest, subject to constant inspection, criticism, and comparison. The results of this work are equally honest and enduring. Can as much be said of the work in those religious and private institutions in which dogma is the fundamental branch of instruction, loud advertising the means of recuperation, and proselytizing or money-making the chief end in view?

5. In the fifth proposition the gentleman shows that his reading of American history has been very limited or one-sided. The idea of assuming that the decalogue or any mysterious revelation had any effect upon securing American independence, and forming our constitution, is absurd. The truth is that at that time it was almost as much of a heresy among the class to which Mr. Mercer now belongs to deny the divine right of George III. to rule "these colonies" as to deny the plenary inspiration of that revelation which the gentleman would force into the schools. Nothing but the bitter hatred toward England of the Irish settlers (eleven of whom were signers of the Declaration of Independence) and the theories of the disciples of French literature turned the scale toward the side of patriotism and freedom.

6. The gentleman finally calls for the teaching of the ten commandments. Well, now we do not object to the ten commandments; but does the gentleman know that were the decalogue to be taught at public expense, Chicago would be almost equally divided on the question as to which is the second commandment? Indeed, the sectarians would split on the first, as they have split it in the text. And the dispute as to whether a certain commandment were the fourth or fifth would cause more bad blood to circulate and good blood to be spilled than any other point that could be raised, not excepting that of Chinese cheap labor.

But supposing that it were practicable to teach the ten commandments, would learning so much letterpress by heart have any influence on our pupils' minds? Scarcely. Moral precepts are like rules of technical grammar. Both are good as a standard and for occasional reference by professionals in the two sciences of ethics and grammar; but, in respect to having any influence, the one on the morals of the mass of mankind, and the other on their speech, both are equally inoperative. It is habit, not theory, that rules; it is practice, circumstance, association, not philosophy, that govern the bulk of humanity. The rule of conscience is but an artificial levee on the banks of the moral Mississippi; but the force of natural bent, of habit, of circumstances or associations, will overflow it as destructively as the natural Mississippi breaks over its barriers and destructively floods the lowlands that lie at its mercy.

What we want is to train children in good habits of thought and work, that their channel of action may be deep, while its current is clear, regular, and rapid. Good conduct should be woven into their lives, not rammed down their throats, or forced into their eyes and ears. This task the public school performs, notwithstanding its limitations and obstructions. It does, in addition to its own work, without pretense or ostentation, the work which most parents and all Protestant clergymen cheerfully abdicate, and which the present gentleman desires publicly to renounce and put upon the modest willing shoulders of the quiet, faithful, laborious public school. These schools are not religious, but they are decidedly moral.

## REVIEWS.

*The History of the Two Americas.* Edited by Prof. H. L. Williams. Andrews & Dorman, Publishers. Chicago, Ill.

Any book which contains in one volume five such works as Belknap's Biographies of the Early Navigators and Discoverers; Dr. Robertson's History of South America, Central America, and Mexico; Grahame's History of North America; Ramsay's History of the United States; and Hubbard's History of the Early Indian Wars, must be conceded at once a very important place in American literature. In addition to the works named, the volume before us contains a compendium of American history brought down to the present time, with a copious general index, notes, biographical sketches, etc., etc., and a general summary of the development of the United States in national wealth, domestic and foreign commerce, manufactures, agriculture, and mining, together with details relating to the social progress, the system of public education, and the moral advancement of the people; also a full Chronological Index, making in all a magnificent volume of 900 pages, royal quarto, illustrated with 35 full-page steel and wood engravings. The engravings are, several of them, copies of celebrated historical paintings, and form an attractive feature of the work.

It is the only work of the kind that gives us at the same time a complete history of both Americas, and for this reason it is valuable both to the *student* and the *reader* of history. It answers as a work of reference and a library of historic research, and especially in these later years, when commercial relations with Brazil and the republics of South America are opening up to us an important and valuable inter-communication between the two continents, any work which combines a detailed account of the discoveries and historical progress of both continents possesses a living value.

The book is said to contain, in clear, and legible type, more matter than would fill twenty volumes the size of Bancroft's History of the United States, or more than fifteen ordinary octavo books of 450 pages each. It is a large quarto, weighing over ten pounds.

The authors whose writings make up the body of the work are all standard. Belknap's Biographies, forty-eight in all, give us an account of explorations and adventures in North and South America, and the adjacent islands, dating back as far as the year 861; Robertson's history covers a period of nearly 400 years, and has for more than a hundred years been lauded by scholars of all countries. It is supplemented by a chapter tracing the development of the several South American republics and the formation of Brazil into a separate empire. Grahame's History of North America covers a period of nearly 300 years, reaching down to July 4, 1776. It is a dignified and just narration of events in the history of a country to which the author, though a Scotchman, was devotedly attached. The period from 1776 to 1807 is covered by the writings of Ramsay, which are both full and accurate, and from 1807 to the present time by those of other competent writers.

But a most important and original feature of the work is the Complete Cyclopædia or Chronology of American History and Biography from the Earliest Dates to the Present Time. It is a full compendium of the history of North and South America, civil, political, and military, containing every event of importance chronologically arranged. It is more than simply a record of events; all important facts and occurrences are briefly and concisely explained, and for ready reference it will be found valua-

ble to the student. It would be rendered more serviceable, however, if it were accompanied by an index, especially as it contains many biographies considerably extended, but the events being arranged in the order of their occurrence, with italic head-lines designating the most important ones, there can be but little difficulty experienced in turning readily to any desired subject.

The work is one which should be placed in every school library. It is substantially bound, and printed on heavy paper. It is sold by subscription, and is just the work for a school teacher or any intelligent man to introduce with success.

—Messrs. Andrews & Dorman, of this city, announce a new book, by Col. Russell H. Conwell, entitled *The Life, Travels, and Literary Career of Bayard Taylor*. It will consist of about 350 pages, 12 mo., and will contain a fine steel portrait of Mr. Taylor, together with fourteen full-page wood-cut illustrations. It will be sold by subscription, and as the subject is one in which there is a universal interest in this country, agents will undoubtedly reap a rich harvest by means of it.

—G. P. Putnam's Son's, during the year 1878, published some fifty volumes, among the most important of which are the following: "Railroads,—their Origin and Problems," by Charles Francis Adams, Jr. "Thanatopsis," a holiday edition of Bryant's famous poem; "The Bible of To-day," by Rev. John W. Chadwick; "Life of Gerritt Smith," by O. B. Frothingham; "Cyclopedia of Biography," by Parke Godwin; "Apple Blossoms," a volume of capital poetry by two children, Elaine and Dora Read Goodale; "History of American Literature," by Prof. Moses Coit Tyler; "American Colleges and Their Work," by Rev. C. J. Thwing; "Hand Book of Ceramic Art," by M. S. Lockwood; "Pottery: How it is Made, Its Shape and Decoration," by Geo. W. Nichols; and a series of Art Hand Books, three in number.

#### HOW TO TEACH PRIMARY READING.

By ELLA WISER, Rock Island, Ill.

THE work of a primary teacher—What is it? It is to train the child in habits of obedience, industry, neatness, politeness, and above all to cultivate a cheerful disposition. These principles once instilled will have a lasting effect; work well done among the little children is not easy work, it requires a vast amount of patience; the teacher should be mild but firm,—she should be quiet and patient, for a restless teacher will nearly always have a disorderly, noisy school. We believe that the better fitted a teacher is for the higher grades, the better prepared she is to teach the little ones.

It is a decided mistake that any one can teach in a primary school, the work here is a great one. It is true that the finishing touches give character to a picture and require a skillful hand, but let the first faint tracings be carelessly prepared, and the work as a whole falls far short of what it might have been.

The basis of all primary teaching is the principle that the concrete idea should precede the abstract. A concrete idea is an idea associated with some object presented to the senses; by thus appealing to the perception, we bring into exercise all the powers of the mind.

There are three ways of teaching primary reading. The Alphabet, the Phonic, and the Word Method. In the Word Method, an object must be presented to the class and the children allowed and encouraged to talk freely about it, they should first be drilled to have thoughts about an object that may be presented to them, and second to express those thoughts. If the picture is a cat, ask how many ever saw a cat? Can it run? etc. May be it is a dead cat. Some doubtless will say "yes," others will readily reply, "It is only the picture of a cat," the answer we want. The word "cat" is then printed on the board and they are taught that it is neither a real cat nor the picture of a cat,

but the word cat. Have the children point individually to it, saying, "That is the word cat." Let the word be printed in several places, and ask the pupils if they see the word "cat" in any other place, and let the class be interested, and there will be no trouble in keeping the attention. For the word "run" let John go round the room and tell another boy to catch him, ask the class what the boys are doing, what they would do if they were on the way to school and were late. Print the word "run" on the board and proceed as before.

Let the words learned each day remain on the board, and be put on the slates while in their seats; it is not expected that young children should study—that must be learned.

Children should early be taught to be industrious; while one class is on the floor those in the chairs should be engaged in some kind of work. When eight or ten words have been learned, we have the foundation for several sentences. Work slowly and have the First Reader read nearly through on the board before it is given, by doing this we find it no difficulty for them to keep their place.

At first, as I said before, they are not expected to study, therefore must have helps during recitation, and these may be of several kinds. Remember that success lies in variety and new ideas. Require the lesson assigned to be printed on the slate before the recitation. First require the words written to be spelled around the class. After one child spells, let the class spell the same word. The teacher and scholar spell alternate words,—one letter of each word around the class. Teacher says one letter, class says the next. Spell from slate or blackboard each word as many times as there are letters in the word. Spell in a whisper.

Slates laid quietly down by giving signal, as tap of a pencil for slates in position; second tap, slates laid quietly down. Books opened, spell the same as from slates. If a word is misspelled by a pupil, put it on the board and drill the whole class in every possible way (seeing that this poor pupil is paying close attention), and not let him know that all this work is for his benefit; after sufficient amount of drill is put on the word, require him to spell it; if he fails the second time, which in all probability he will not if the proper amount of drill is put into it, let him point to it on the board, ten, twenty, or as many times as the teacher may see fit, until he is able to spell it.

Few faults are more common with us as teachers than in the recitation to pass the poorer pupils; this is very natural; we turn to those who can give us what we seek for. But it is a pernicious practice. Pupils are thus led to feel that the teacher expects nothing from them and will ask for nothing, and of course, under such circumstances, they will prepare nothing. By all means encourage a dull pupil, and never tell a pupil what he can find out himself. The teacher can best secure the individual attention of the children by directing all eyes to one place on the blackboard, therefore the reading lesson should be put on the board by the teacher before the recitation. If there is no picture to illustrate the lesson, make one as best you can that will answer to it, or even if there is a picture, make one; it will never be the exact copy of the one in the book. Have the lesson read in various ways from the board after which books opened—and do not be too anxious about reading and spelling at first, but show the children how to handle their books. In reading—first what the lesson is about,—what they see in the picture,—get them interested in the picture, or in a story that bears some relation to the lesson they are to read; after they have told all they can about the picture and lesson,



let them read around the class. Then commencing at the other end, let them read the same backward, thus preventing them from committing it. Teacher reading to one pause, class to the next. Certain one reading the lesson, class naming the pauses. Children in turn pronouncing a word; thus each one has a feeling of responsibility. The teacher repeats one word, class the next, or it is often well to have the same word repeated. If a child reads a paragraph faster than is necessary let him read it backward, and see if he can do as well. Have opposite members of the class read a paragraph alternately, a word each. If some are inattentive, let the class read a paragraph or two in a whisper, thus attracting their attention to the lesson. Skip around the class, thus keeping their eyes close on the book, in order to keep their place, not knowing but they will be called on next. Divide the class in sections, and have them alternate. The object is to teach concentration of thought, and to avoid stammering and hesitancy. Each day review the lesson of the preceding day.

We do not wish them to read all in one tone, and to avoid this we must be able to modulate the voice. Children learn this by imitation; in childhood the voice is more flexible than at any other time, and great care should be taken that they do not contract any bad habits of utterance.

We have often found it necessary to call their attention to certain clauses, then read ourselves, and let them see what words were made loud, then require them to do the same.

Pupils in the lower grades require less time but greater frequency in class exercises, than those more advanced; a great deal of repetition is necessary, and at first the work proceeds but slowly. "Slow and sure" should be the primary teacher's motto.

#### THE BUREAU OF EDUCATION.

The committee on national legislation, of the Superintendents' Section of the National Educational Association, the proceedings of which were published in these columns two weeks ago, made the following report, which was adopted. This report was omitted from our correspondent's letter as published:

Your committee, to whom was referred the address of General Eaton on "The Wants of the Bureau of Education," would hereby report that they have considered the same, and for the purpose of forming a more careful opinion of the needs and necessities of said Bureau of Education they have visited the same and inspected its work, so far as possible, both as to amount and character. Your committee find the scope of the work undertaken by the Bureau to be strictly confined to the program laid down for it by General Eaton in his able address. The objects and aims of this Bureau should be on all proper occasions set forth, in order to remove false and erroneous impressions that have gone abroad regarding its tendency to centralization of the control of public education.

The Bureau of Education disclaims, through its founders—the Congress of the United States—and through all its advocates, including the teachers and school officers and directors of all parts of the country, any intention of tendency to interfere with the educational systems of any state or section of the country, or in anywise to exercise authority in the collection or dissemination of information, said Bureau neither having any such authority granted to it hitherto, nor seeking to obtain such authority in the future, but leaving entirely to states and local self-government the organization and management of schools, and finding its proper sphere of usefulness in collecting and disseminating educational information through the voluntary coöperation of teachers and others engaged in educational work, and through the means afforded it by Congress. It accomplishes this work and renders it available by the following means:

First—Chiefly by its annual report, containing information as to the educational systems of the United States and foreign countries.

Secondly—By its educational library and museum, which benefits to some degree even the most distant localities through its influence upon the representatives of the people of all sections of the country assembled here in Congress or visiting the capital for business or other causes.

Thirdly—In furnishing information to Congress which shall guide in the preparation of laws relating to donations for the aid of education in the several states, or to such matters as the management and control of the Indians, the schedules for the national census, etc.

Fourthly—Its function in obtaining important educational information and plans and models of school architecture, apparatus, and furniture from foreign governments, and in reciprocating these favors by exchange.

With these objects and aims of the Bureau of Education clearly in view, your committee would further report in detail regarding the several items enumerated by the Commissioner as wants of his Bureau:

I. Your committee regard as of first importance the publication and distribution of the annual report of the Bureau in an edition sufficient in size to furnish a copy of the same to each party contributing to the statistical information which it contains, and at least one copy to each superintendent of schools in cities, towns, and villages, to each president of school board, to each county superintendent or commissioner of schools, and to all teachers prominent in their influence upon the direction of the methods of discipline or instruction. Such an addition your committee think should comprise at least 12,000 copies for the exclusive use of the Bureau, besides an edition published for the use of members of Congress to distribute to their constituents.

II. Your committee would further report in regard to the means and facilities for collecting statistics for this report, involving the work of examining the reports of education, domestic and foreign; the condensation of information in the form of abstracts and the translation of pertinent and valuable matter; the publication of circulars of information on special features of education in the systems at home and abroad; the distribution of the publications of the Bureau and of books and apparatus received from abroad—these things, together with the correspondence necessary, demand a considerable increase of the clerical force, to enable the Bureau to accomplish its work to the best advantage.

III. Your committee find further occasion for an increase of the appropriation made to the Bureau, in the flourishing condition of the Pedagogical Library and Museum of School Apparatus, containing all books on education published in this country or in foreign countries; also containing plans and models of buildings, furniture, apparatus, and exhibits of pupils' work. The proper arrangement and display of this material and the preparation of catalogs and inventories, together with the other work that has been named, demand, in the opinion of your committee, an addition to the present clerical force equivalent to four clerks and two copyists, which addition your committee recommend that this convention of superintendents ask of Congress in a memorial, addressed to the proper committees of that body.

IV. Your committee would further recommend that the memorial herein named should suggest to the committees of Congress addressed the importance of locating the Bureau of Education in permanent quarters—said Bureau having been removed five times within the nine years of its existence—and the provision of a fire-proof room or rooms for its library and museum, if possible.

V. Your committee would further indorse and approve of the provision for transportation and exchange of documents, apparatus, and models—illustrative of educational methods, as recommended by Commissioner Eaton.

VI. Your committee would further report that their personal examination of the several departments of the Bureau of Education enables them to confirm their previous impressions regarding the present efficiency of the management of said Bureau; and your committee take pleasure in stating that they believe that their own favorable impressions regarding the present Commissioner's direction of this Bureau is shared by the teachers and directors of education generally in all sections of this country. Your committee therefore recommend that this convention of superintendents express their emphatic approval of the present conduct of said Bureau of Education, and their confidence in the measures inaugurated and carried out by the present Commissioner.

M. A. NEWELL, Chairman.

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THE PUBLISHERS.

## Educational Intelligence.

## EDITORS.

New England—Prof. J. Marshall Hawkes, Principal Jones School, Portsmouth, N. H.

Colorado—Hon. J. C. Shattuck, State Supt. Public Instruction, Denver.

Iowa—J. M. DeArmond, Principal Grammar School No. 5, Davenport.

Illinois—Prof. John W. Cook, Illinois Normal University, Normal.

Indiana—J. B. Roberts, Principal High School, Indianapolis.

Minnesota—O. V. Tousley, Supt. Public Schools, Minneapolis.

Wisconsin—Prof. S. S. Rockwood, State Normal School, Whitewater.

Ohio—R. W. Stevenson, Supt. Public Schools, Columbus.

Michigan—E. B. Fairfield, Jr., Supt. Public Schools, Howell.

Nebraska—Prof. C. B. Palmer, State University, Lincoln.

CHICAGO, MARCH 6, 1879.

## THE STATES.

WISCONSIN.—The *Walworth County Independent*, edited by M. T. Park, who is well acquainted with the educational wants of the state, says that to direct a blow at the county superintendency is to strike at the most vital part of the public school system. But the editor of the *Palmyra Enterprise*, who opposes everything which is in advance of what he was taught to be the best, thirty years ago, and especially all educational progress, says that the office of county superintendent should be abolished at once, as it is an "unnecessary burden of taxation," and more of the same bosh. The man has a paper, and writes for it, but he doesn't know anything about the subject on which he writes.

The "close-corporation" character of some of the school-districts in this state may be inferred from the fact that the legislature found it necessary to pass a law forbidding teachers to be treasurers in their own districts.

Among the many bills that went to the wall during the closing day of the session was the one relating to religious exercises in public schools. As a matter of fact there is no need of any legislation on the subject. So far as the common schools are concerned, the local boards have full control and can safely be trusted to carry out the desires of their own people and such localization of the matter is wholly in accord with "the genius and spirit of our institutions," whatever that signifies. As to the Normal Schools, the Board of Regents have under consideration, and will doubtless adopt at their next annual meeting, a resolution relieving the "Opening Exercises" of these schools from every semblance of compulsory attendance. In the State University the attendance at "prayers" is entirely voluntary now and no law could better matters. In the remaining public institutions the management of this matter has always been most catholic and fair, so far as we know.

Another bill of importance that came to grief was the Senate Text-Book bill which "was promptly tabled" by the Assembly. It had some defects, we doubt not, but it was certainly the best that could be devised by some of the ablest men of the state, and if ever the matter is wisely adjusted this lost bill will furnish the basis for that future legislation; but the malcontents, with the present laws enabling districts to do all needful things for their schools, do not desire the wise thing but the penny-wise, and when the time is ripe we shall yet have some hasty, ill-considered, pound-foolish legislation on the subject.

The Eighth School District in Milwaukee has established an association of citizens, 84 in number to start with, who pledge themselves "to support Saturday classes in drawing and needle-work and other industrial arts." A full line of officers has been elected and Mrs. E. Norton engaged to teach needle-work and Prof. C. F. Zimmerman to teach the drawing. This is work in the right direction. Industrial education should supplement, not supplant, the education now afforded in the public schools.

The Third Annual Report of the managers of the Wisconsin Industrial School for Girls shows that institution in a highly successful and satisfactory condition. The action of the legislature a year ago in granting the school a donation of \$15,000 is now fully justified. The school grew out of the energy and self-sacrifice of a few Milwaukee ladies, and now comes into the full form and likeness, value and usefulness, of a state institution.

The *Sentinel* says that Father Willard announces that a person in this state has deposited \$2,500 to be paid out for the erection of Catholic schools in the dioceses of Wisconsin where none are in existence. Of the sum \$100 is to be given to each of the first ten schools that will be erected in the arch-

diocese of Milwaukee after March 2, 1878, and the same amount to each of the first ten Catholic schools which may be built in the diocese of La Crosse. Each of the first ten schools which may be built in the diocese of Green Bay is to be entitled to \$50. One of the conditions of the gift is that the teaching shall be in English, and the children and their parents must have English for their mother-tongue. Obviously it is for the exclusive benefit of Irish congregations.

The effort to introduce and push Worcester's dictionary through state patronage has signally failed. The bill was killed in the senate, where it originated. The first action of the Senate was very favorable, but when the matter received a thorough overhauling by educators out of that body and the champions of education in it, the change of opinion and action was very decisive.

Prof. Robt. Graham, of the Oshkosh Normal School, has been invited by the Iowa State Normal Institute committee to conduct that institute at Clear Lake this summer.

ILLINOIS.—Supt. S. L. Graham, of DeKalb county, is arranging for an institute during the spring vacation.

We regret that any misstatements should be made in our news columns, but like all other newspapers, the WEEKLY is largely at the mercy of the news venders. The following note from Miss West, superintendent of Knox county, will explain itself:

GALESBURG, ILL., Feb. 28, 1879.

Like many others, you have been misled by a canard telegraphed to one of the Chicago dailies by some scoundrel here. Our schools are in no danger of closing from scarlet fever. So nearly as I can ascertain, and I have made diligent inquiry, there have been but three cases in town, two children who died, and one gentleman now fast recovering.

Respectfully, M. A. WEST, Co. Superintendent.

Daniel H. Armstrong, county superintendent of Ford county, died at Gibson, a few days since. Mr. Armstrong graduated from the Illinois Wesleyan University about two years ago. He was a young man of unusual promise, possessing qualities that fitted him in an unusual degree for the work in which he was engaged. He threw himself into the task of raising the grade of the schools in his county with an enthusiasm and energy that was achieving notable results, and, had he survived, he would have taken rank with the best superintendents in the state.

There will be a meeting of the Ogle county teachers at Polo during the first week of April.

The Vermilion county teachers are wide-awake, as usual. The January meeting was held at Ridge Farm, and was well attended. The next meeting will be held at Vermilion Grove.

The Bureau county teachers, in their recent Institute, "resolved" in favor of the spelling reform.

Prof. Hull, of Carbondale, was made happy by his friends of the Normal faculty, Feb. 6, when, as the *Free Press* says, he "overtaken his fortieth birthday." They assembled at his house in the evening, and, through Dr. Allyn, presented him with a complete set of Dickens' works, household edition. The occasion was very much enjoyed by all.

The publication of Supt. Slade's official decisions in the WEEKLY meets with the hearty approval of teachers throughout the state.

The Lake Forest Academy was destroyed by fire last Saturday. About half of the furniture was saved. The original cost of the building was \$15,000. It was insured for \$10,000, and the furniture for several thousand additional. The executive committee at once rented of Prof. Weston, of Highland Park, the commodious building known as the Dickenson Home, which was at once occupied, the higher classes reciting in the new college hall. A new brick edifice will soon replace the destroyed building.

The enrollment of the Highland public school Feb 3 was 431; the annual examinations closed on the 7th, the promotion of classes taking place the week following. The excellent course of instruction prepared two years ago by the present principal, M. A. Naegeli, which at first met with considerable opposition, seems to be gaining favor.

NEW YORK.—The next annual meeting of the State Teachers' Association will be held at Penn Yan in July next. The prospects are, that the meeting will be one of more than usual interest. The Executive Committee have commenced preparations for a good, old-fashioned anniversary. The arrangements being made give promise of one of the most profitable and enjoyable meetings in the history of the Association. Penn Yan people are anticipating with great pleasure this opportunity of extending their hospitality to the teachers of the state, and if this thirty-fifth annual convention does not prove



to be a grand success, it will not be owing to any want of preparation on their part.—*N. Y. School Journal*.

The report of the commissioners' meeting, which will be found in another column, shows that the leading educators of the state are in earnest that some changes shall be introduced into the school system, to strengthen and improve it.

DAKOTA.—The 13th Legislative Assembly, which adjourned on the 22d of February, passed a new public school law for the Territory, to take effect on the 15th of March. Its provisions allow women to vote at school district meetings; reduce the general school tax from three mills on the dollar to two; give the district board, with the county superintendent, power to authorize text-books; direct two Institutes to be held annually in southern Dakota, two in northern Dakota, and one in the Black Hills. Boards of Education were created, one for the village of Sioux Falls and one for the city of Fargo, both after the Yankton model. An attempt, in the Council, to make the members of the Yankton Board elective by the people and for a two years' term of office instead of four was indefinitely postponed. Our school affairs are thus kept out of the dirty pool of politics for two years longer, at least.

Our very excellent governor, William A. Howard, keenly alive to our educational interests, appointed as Superintendent of Public Instruction William H. H. Beadle, a native of Indiana and an alumnus of Michigan University. Gen. Beadle has a proud war record, is a lawyer by profession, an eloquent and effective speaker, and always enthusiastic on the subject of common schools. He has peculiar adaptation for his new duties, upon which, his appointment having been confirmed by the Council, he entered yesterday. Your correspondent believes that the sentiment of Dakota's teachers, as they learn the fact, will co-incide with that of the *Yankton Press*, that "no better man for the place could have been found in all Dakota."

Under the new law it is made the duty of the Superintendent to make a study of the successes and failures of neighboring states in educational matters and to draft, for the next legislative assembly, such a law or laws as will put Dakota in the front rank as she enters the Union and takes possession of the magnificent land grant, reserved within her borders, by Congress, as an endowment for her schools.

It is grand to help, be it ever so humbly, in the work of here laying foundations for an enlightened Christian state. May we have the spirit of the Great Teacher in all the work! B.

IOWA.—The *Students' Offering*, February, is as fine a specimen of college journalism as comes to our desk. An institution which sustains so excellent a periodical is certainly well officered and managed, and the "boys" of the State Normal School deserve great credit.

Lady superintendents of schools officiate in six counties of this state. Benton, Davis, Decatur, Jasper, Osceola, and Warren.

Hon. M. L. Fisher, who recently died at his home in Clayton county, was elected Superintendent of Public Instruction in 1857.

Iowa has 2,000 uniformed militia.

About 140 children attend the Burlington sewing-school.

Mr. John W. Palm, editor of the *Mt. Pleasant Journal*, and lately Supt. of Henry county, was married last month. Miss Andrews carried off the Palm.

County Supt. J. M. Curry, of Johnson county, publishes a good, sensible communication in the *State Press* on "The Wants of our Common Schools."

A Des Moines lady, Mrs. McLean, has a Greek and Latin lexicon, printed 235 years ago. The editor of the *Press*, Iowa City, has an Ovid printed 243 years ago. A correspondent of the *Press* speaks of a Horace, owned in that city, that was printed at Venice in 1567, and a copy of Cooper's Thesaurus, printed in London in 1565. Next!

INDIANA.—Samuel Cross, a teacher of Delaware county, last week corrected two scholars, nearly grown, who resisted, and succeeded in choking the teacher badly, but were finally conquered. The teacher was arrested for assault and battery. He attended the trial apparently in good health, but has since died. The physicians say his death resulted from injuries received by the choking; that the delicate organs of the throat were lacerated, and that several days would naturally intervene before fatal effects resulted.—*Indianapolis Journal*.

KANSAS.—Supt. A. Carothers, of Brown county, has issued a neat circular to his teachers for the purpose of gathering educational statistics of service to him in the performance of his duties.

MINNESOTA.—Supt. O. M. Lord, of Winona county, will hold a public examination in Winona, March 20, and at Minnesota City, April 17. An institute will be held at St. Charles, beginning Monday, April 7, at one o'clock P. M., and closing with an examination.

PENNSYLVANIA.—Oliver H. Ferguson, a school-teacher of Derry township, Westmoreland county, had trouble with a scholar, a young man, and dismissed him from school. The scholar came back and attempted to force his way into the school-house. The teacher resisted and a scuffle ensued, in which the boy seized a poker and struck the teacher over the head, killing him instantly.

MICHIGAN.—Mrs. Elizabeth R. Fiske, wife of Rev. L. R. Fiske, president of Albion College, died at Albion, Feb. 25, after a long illness. She was a cousin of Dr. George MacDonald, the novelist.

Miss Gertrude Barker, of the Bishop school Detroit, has resigned, and Miss Margaret S. Walker has been appointed to fill the vacancy. The committee on teachers reported, Feb. 27, that there were 278 pupils in the high school studying French or German, and so the board decided not to reduce the present force of teachers.

Teachers' Association for northern Kent met at Sparta, Feb. 21 and 22. Over 75 teachers and township superintendents present. There was a genuine spirit of progress and good-will manifested from first to last. Supt. Daniels, of Grand Rapids, gave some golden words, with no uncertain ring, for less arithmetic and more reading in our rural schools. Dr. Maxim, of Grand Rapids, opened the way to the "millennium," through the study of physiology. The teachers of Kent are on the "up grade." God speed them. \*

State superintendent of public instruction, C. A. Gower, has appointed the following state teachers' institutes to be held during the week of the spring vacation, beginning March 31: Branch county at Coldwater, Grand Traverse county at Traverse City, Ingham county at Mason, Ionia county at Ionia, Lapeer county at Lapeer, Lenawee county at Adrian, Muskegon county at Muskegon, Saginaw county at St. Charles, Wayne county at Wyandotte; and during the week beginning April 7, Wexford county at Cadillac.

John R. Webster, a teacher who was locked out of the school-house in Big Rapids during the war between the old and new boards of education, has recovered \$947.09 damages in a suit in the circuit court.

Vocal music forms a regular branch of instruction in the public schools of Detroit, Grand Rapids, East Saginaw, Jackson, Bay City, Saginaw City, Flint, Kalamazoo, Muskegon, Lapeer, Howell, Marquette, Houghton, and many others of the smaller city school systems of the state.

Prof. Olney, of the University, has joined the Charlevoix summer resort association, and will erect a cottage there the coming season.

The educational column of the *Lansing Republican* is one of the best edited of all that come to our sanctum. We glean many items from it this week.

Michigan's war governor, Austin Blair, will deliver the address to the graduating class in the law department of the University at the March commencement.

Prof. F. H. Field has resigned the principalship of the Dexter schools, and W. Cary Hill has been appointed to fill the vacancy. Prof. Hill was for three years the successful superintendent of the Howell schools, and is a member of the present senior class, classical department, of the State University.

Wm. Tyler, for whipping his teacher, in Hagar, Berrien county, has been assessed \$36 in a justice court.

There is a general feeling that politics should be ignored in the coming election and that men should be elected as University Regents who "respect their word of honor above everything, and who will fearlessly stand by and maintain the right, though the world fall."

Our Michigan readers will notice the name of a new state editor this week. Prof. Ford's removal from the state, and his numerous other duties, did not permit him to do justice to this department or to satisfy himself with respect to it. His interest in the WEEKLY is not waning, and we expect to receive material assistance from him when the institute season again opens. It is scarcely necessary to introduce Mr. Fairfield to the teachers of Michigan. His contributions to the WEEKLY, as well as to the leading daily and weekly papers of Chicago, Detroit, and other cities of Michigan, have given him a prominence, and fitness for the work now undertaken, which we know all our readers will appreciate. It will be a personal favor done him if all superintendents and principals in Michigan will send him items of educational interest, whether relating to their own schools or to others.—EDS. WEEKLY.

## OFFICIAL DEPARTMENT.

## ILLINOIS.

The WEEKLY is the official organ of the State Superintendent of Illinois. All his official rulings are published first in these columns, and other papers should give due credit when copying them.

HON. JAMES P. SLADE, SUPT. PUBLIC INSTRUCTION.

QUESTION:—Have the school directors, as such, the right, under the law, to insure in their corporate name, school houses or other school property?

If they have such right, who receives and handles the money, in case of loss, the directors or the township treasurer?

ANSWER:—The title to the real estate of the school district is in the township trustees, and the insurance should follow the title. I presume that in a great many cases the insurance is effected by the directors in their own name, and when that is done, if there be a loss, the money should be paid by order of the directors to the treasurer. But, while an insurance company might not raise the question of title, in case the insurance is in the name of the directors, as I said before, the insurance should follow the title, and the directors should have the insurance written in the name of the trustees, for the benefit of their school district. I have taken it for granted that the directors have the right to insure the school property. For it seems to me that this is plainly implied under the clause of the school law, section 39, which gives the supervision and control of the school-house to them.

QUESTION:—Can a school director lawfully employ his minor son to teach the public schools?

ANSWER:—If the minor child has not been emancipated by his parents, then section 42 of the school law, and Ill. Rep. 85, p. 338, require a negative answer to your question, for the child's wages would belong to the parent and he would certainly be interested in the contract. If the child has been legally emancipated, then the board of directors may employ him to teach school upon the same conditions as they would employ an adult.

SPRINGFIELD, Feb. 28, 1879.

## MICHIGAN.

HON. C. A. GOWER, SUPT. PUBLIC INSTRUCTION.

The director of a district has no more power in the employment of a teacher than either of the other members of the district board. He is merely the legal agent of the board for making the contract, and has only an equal voice with the other members of the board in the choice of a teacher.

When a township superintendent has permanently removed from the township in which he held office, without resigning such office, the township board may assume that a vacancy exists and proceed to appoint a superintendent for the remainder of the term. Or, if a superintendent is temporarily absent from his township, the township board may appoint a superintendent *pro tem.* to act during the absence of the superintendent. In either case, the person appointed must take the oath of office and otherwise "qualify," as the law directs, the same as if regularly elected to such office (C. L., § 693).

The election of trustees in graded school districts need not be by ballot, except in the upper peninsula. In primary school districts the election of officers must be by ballot. [Sections 5 and 140, school code of 1873; also, act 90, laws of 1875].

The law does not give a township superintendent authority to date a teacher's certificate prior to the date of examination. Officers who contract with a teacher who does not hold a proper certificate must be held personally responsible for the pay for services rendered; and officers who pay any public moneys to a teacher not holding a valid certificate make themselves liable to severe penalties. The time for which school is taught by such a teacher, previous to obtaining a certificate from the proper authority, cannot be counted to the credit of the district, as time required by law to entitle such district to a share in the apportionment of school-moneys.

Under section 145, school law (as amended in 1875), aliens and women of the age of 21 years, who have property liable to assessment for school taxes in any school district, and who have been residents therein three months preceding any district meeting, are entitled to vote in such meeting, and also eligible to office in such district.—*Lansing Republican.*

## NEBRASKA.

HON. S. R. THOMPSON, SUPT. PUBLIC INSTRUCTION.

1. A portion cut off one district cannot be attached to another district without the consent of the latter. A majority petition from such district will be necessary to compel the county superintendent to act.

2. Division of school property is not required when a portion is set from one district to another; but only when a "new district" is formed.

3. When petitions, asking contradictory things, are presented to a county superintendent, he should refuse to act on either till a majority shall agree on what they want.

4. In a case where a moderator, duly elected, has served as such for a year or more without filing his acceptance, his acts would still be legal and binding on the district. He is the moderator *de facto*, and can go on till the proceedings are instituted to oust him from the office.—*Chicago Journal.*

## CORRESPONDENCE.

## THE NEWSPAPER IN SCHOOLS.

To the Editors of the Weekly:

There are surely two sides to the question, "Do the daily papers furnish proper reading matter for schools?" How much good may result from the discussion of it remains to be seen. I was led reluctantly to make the statement from which the extract in No. 94 of the WEEKLY was taken, and I supposed I had said what I had to say clearly. It seems, however, that my aim in using the daily paper, and also my plan, have been misunderstood, if I may judge from the tenor of the articles in the WEEKLY—No. 98—and the comments of a number of our exchanges.

The sermon of our good friend, the Doctor, may fit his text, but I fail to see how he gets the text from my statement to which he calls attention. As to his strictures,—There are a number of schools in which the daily paper is used on the same plan, substantially, that we follow. There are other schools I believe, in which the daily paper is substituted for other matter in reading; of these I have nothing to say. I wish simply to say a word in defense of my own plan. Our children are not "deprived of the information which can be got only in school;" we are using the daily to help them to it.

I claimed as a good result of our use of the daily that our pupils get general information not to be secured otherwise. The Doctor urges that, whether this is a good result or not, depends upon its relative value and use in the education of the mind. Good! "Is it the purpose of education to fill the child's mind with the trivial facts and comments of a daily paper?" Now, that's all aside. "We sift the daily paper for a purpose." "We gather but a few things here and there for which we have use." We are told that it is hardly fair to infer that the pupil cannot get this information elsewhere than at school as fast as it is of practical importance. Shall we wait till a fact, in history for instance, is of "practical importance" to a boy before we teach it to him? When shall we begin, and how far shall we ever get if we wait for "practical importance?" But about that "general information,"—A boy "finished" geography several years ago, he remembers Europe and Africa as he studied them then. Now *don't* let him read, or hear read, the daily paper for fear he will get a little general information not yet of practical importance to him! Let the Turk still sit astride the Danube; let Pius IX. be yet in the Vatican; let the empire remain instead of the republic. It is not of practical importance to know that Livingstone is not yet meandering through the wilds of Africa; or that—the world moves.

"It has long seemed to me that the reading of the daily papers is one of the most dissipating exercises to the memory that a man could engage in." I have noticed that newspaper men usually have retentive memories. I have known a few scholarly, book-work professors, who scouted at the daily papers, but who still had poor memories. I *do know* that boys and girls who read papers and magazines show better memory, write and talk more freely, and seem to possess more "of that wealth of thought and language that is the heritage of our English speaking race" than those who do not. This remembering newspaper facts,—"there is nothing scholarly in it; there is nothing in it which leads up to scholarship." There is no scholarship in simply remembering anything. One might hold in memory the contents of half the volumes in Cambridge library and still be no scholar. Scholarship consists in doing something solid, grand, good, or graceful with what one has remembered,—in making a fire with that "mass of dry facts."

"Drill in reading of a special and important kind." Why special and important? Because few people learn to read a newspaper so as to make the matter read understood by hearers long before such an effort is of "practical importance." Oscar reads for our school to-day. He has looked over the score of items,—the other ninety have not seen them, and he must read so that Bob, in the farthest corner of the room, can't help understanding. He stumbles through; his fellows criticise his work, and suggest improvements in manner, etc. To-morrow he will draw on to-day's experience and do bet-



ter, till by Friday he gets through without a single "Did not hear," "Mispronounced—," or "Too fast." Next week, Bob takes his place, and Oscar, knowing how it is himself, helps him with his experience, listens closely, and goes on with his accumulation of "dry facts, for the most part rubbish." Our work in the common schools is to turn out pupils who can do something with what they know,—who shall have scholarship practical where important.

Who has tested the usefulness of the daily paper in school work? Who has seen it done? Has the WEEKLY? Dr. Leffingwell? Mr. Gove?

Several years of observation and experience lead me to believe that it is not so "stale, flat, and unprofitable" as one might suppose, and that it is not worth while to condemn it wholly on the theoretical plan.

CENTRALIA.

JAN. 20, 1879.

This letter should have been published four weeks ago, but was mislaid.—  
EDS.

## SPECIAL CORRESPONDENCE.

## N. Y. STATE ASSOCIATION OF SCHOOL COMMISSIONERS AND CITY SUPERINTENDENTS.

A VERY interesting, pleasant, and profitable meeting of this Association commenced its session at Ithaca, on Tuesday, the 18th of February. The attendance was fair, although confined mainly to officers living in the immediate vicinity of the place of meeting. Utica, Binghamton, Auburn, Elmira, Syracuse, Middletown, Ithaca, and Cohoes, alone, were represented by their superintendents, while the cities of New York, Brooklyn, Albany, Rochester, and Buffalo, which, from the magnitude of their school systems, and the reputation of their superintendents, would fairly be presumed to be interested in the work of the Association, were, as usual, unrepresented.

The exercises commenced on Tuesday evening, with an address of welcome by Hon. W. L. Bostwick, one of the State Regents of the University, which was briefly responded to by Hon. Neil Gilmour, State Superintendent of Public Instruction. Following this, President McMillan gave his annual address, discussing at some length the township system, compulsory education, and higher education, criticising severely and successfully refuting the position taken upon this subject by Governor Robinson, in his late annual message.

Professor Edward North, of Hamilton College, then addressed the Association upon "*Our English Language*," making a strong and convincing argument in favor of the reform of English spelling. The address abounded in great humor, was chaste and scholarly in diction, and charming from the musical flow of its unassuming eloquence. It was universally conceded to be the feature of the session in the way of addresses, and effected the unanimous adoption, by the association, of a resolution approving the proposed reform in spelling; specifically, the five cardinal principles of reform recommended by the American Philological Association.

On Wednesday, Commissioner Sidney G. Cooke, of Wayne county, read a very able paper upon the Township System, strongly favoring it, which was followed by a logical and carefully prepared paper by Commissioner Albert B. Watkins, of Jefferson county, on Commissioners' Qualifications. Commissioner Watkins advocated requiring either a diploma of graduation from college, a normal school diploma, or a state certificate, as evidence of qualification for the position of Commissioner.

As might have been expected, these two papers excited a warm discussion, which finally gave way to an elaborate paper from Dr. J. H. Hoose, Principal of the Cortland Normal School, upon the school supervision and examinations of teachers for the public schools. The paper was valuable historically, but would have been much more effective, if it had been severely condensed. Dr. Hoose advocated a State Board of Education, legal qualification for commissioners, and a voluntary township system.

The discussion was renewed upon the two preceding papers with Dr. Hoose's added, until the whole subject was referred to a joint committee of three upon each paper,—Dr. Hoose chairman,—with instructions to report resolutions for the consideration of the Association.

The Wednesday evening session was devoted to an address from Hon. Andrew D. White, LL.D., President of Cornell University, upon "Instruction in Political and Social Science." Like all the efforts of President White, the address was scholarly, and presented the subject in a very able manner. To the thoughtful observer of the tendencies of modern politics to Communism, the earnest plea of President White, that political and social science be made a special and prominent factor in education, will be regarded as worthy of more than a passing consideration.

At the opening of the Thursday morning session, the joint committee reported, recommending, substantially, the abolition of the present Department of Public Instruction, and the Board of Regents of the University, and establishing instead a State Board of Education of nine members, to be nominated by the Governor, and confirmed by the Senate, and who shall serve without compensation; this Board shall appoint a secretary, as chief executive officer of the Board, and to these shall be entrusted the entire educational interests of the state; also, that the term of office of commissioners, elected in and after the year 1881, be six years; also that every school commissioner shall be required to hold a diploma from a college of liberal arts, a normal school diploma in the advanced English or Classical course, or a N. Y. State Certificate, and must have had at least three years of successful experience in educational supervision; also, making it incumbent upon towns to decide at town meeting, upon the acceptance or rejection of the plan for a township system of schools. The resolutions were briefly discussed, for lack of time, and adopted.

Prof. Joseph St. John, of the Albany Normal School, read a paper upon Higher Education, which however added little by way of fact or argument to what had previously been presented upon the somewhat threadbare subject. The time for discussion being extremely limited, the subject was by common consent passed over without action.

In the afternoon, the members of the Association were the guests of the President and Faculty of Cornell University, by whom they were hospitably entertained.

The evening session was devoted to brief addresses from State Superintendent Gilmour, Vice President Russell, of Cornell University, and others less distinguished but no less interesting speakers, and the session closed. An interesting feature of the evening sessions, and one which added much to their enjoyment, was the vocal and instrumental music, by the pupils of the Ithaca public schools. Altogether, the session was pleasant and profitable, and it is to be hoped will be fruitful of good results. The Association adjourned to meet at Auburn, on the 9th of December next.

N. Y.

## THE MARCH MAGAZINES.

## ARTICLES PARTICULARLY INTERESTING TO TEACHERS.

*Lippincott's Magazine*.—A Day With Hudson's Bay Dog Sledges, by H. M. Robinson; Hungarian Types and Austrian Pictures, by Edward King; Pottery and Porcelain at the Paris Exposition, by Jennie J. Young; Live Wood in our Whipping Post. A descriptive Sketch of Delaware's favorite mode of punishment, and its effect upon criminals, by Howard M. Jenkins.

The numbers of *The Living Age* for the weeks ending Feb. 8th and 15th respectively have the following note-worthy articles: The Migration of Centres of Industrial Energy, *Fortnightly Review*; Novel Reading, by Anthony Trollope, *Nineteenth Century*; Journalists and Magazine Writers, *Blackwood*; Statesmen in Caricature, *Spectator*; Atheism and the Church, *Contemporary Review*; The Scientific Frontier, *Fortnightly Review*; Sceptical Patronage of the Pope, *Spectator*.

*Scribner's Monthly*.—A College Camp at Lake George, by R. R. Bowker. The Passes of the Sierra, by John Muir; Some Western Schoolmasters, by Edward Eggleston; The Commercial Crisis of 1837, by W. G. Sumner.

*The North American Review*.—The March number of this excellent magazine, now published monthly, is a valuable contribution to the literature of the day, particularly in the discussion of living issues by eminent statesmen. Ought the negro to be Disfranchised; and Ought he to have been Enfranchised, is discussed by Senators Blaine, Lamar, and Hendricks, Representatives Garfield and Stevens, Gov. Hampton, Montgomery Blair, and Wendell Phillips. Other articles are The Philosophy of Johnathan Edwards, by Prof. George P. Fisher, D.D.; The Indian Problem, by General Nelson A. Miles, U. S. A.; Cryptography in Politics, by John R. G. Hassard; Russian Novels and Novelists of the Day, by S. E. Shevitch.

*The Princeton Review*.—The Monetary Conferences of 1867 and 1878, by Prof. Francis A. Walker; Moral Government, by Prof. B. F. Coker; The Philosophy of Causality, by J. Hutchison Stirling; Causes of Commercial Depression, by Prof. Thorold Rogers.

*The American Antiquarian*.—Native American Architecture, by E. A. Barber; The Phonetic Elements in American Languages, by Dr. J. A. Farquharson.

*Appleton's Journal*.—English Literature. A Chapter from a New History by Spencer Walpole, (Conclusion); Dr. Smith's Works on Self Help, from the *Quarterly Review*.

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